

Influence of Socioeconomic Status and Family Structure on Students' Examination Malpractice Tendencies Among Undergraduate Students of Cross River State, Nigeria¹Agatha Umo Egbe-John, ²Gloria Bassey Igri Okon & ³Peter Unoh Bassey¹ & ³ Department of Educational Psychology, University of Calabar – Nigeria² Department of Modern Languages and Translation Studies, University of Calabar, Calabar, Nigeria.**Corresponding Author:** Agatha Umo Egbe-John, agathaegbe14@gmail.com<https://orcid.org/0009-0000-9096-1160>**Abstract**

This study examined the influence of parental socioeconomic status (SES) and family structure on examination-malpractice tendencies among undergraduate students in Cross River State, Nigeria. The research covered a population of 5,898 students, with a purposive sample of 610 drawn from a selected tertiary institution in Calabar. A structured questionnaire (PSSFAEMTQ) was used for data collection; face-content validity and Cronbach's Alpha reliability (SES = 0.75, family structure = 0.71, malpractice tendencies = 0.79) were established. Hypotheses were tested using Analysis of Variance (ANOVA) and Pearson Product-Moment Correlation. Results showed no significant relationship between parents' SES and students' malpractice tendencies, but family structure had a high significant influence. The study concludes that while SES does not directly predict cheating, family structure significantly shapes students' involvement in examination malpractice through pressure to succeed, access to resources, and moral upbringing. Recommendations include mentoring by high-SES parents, guiding course choices, and increased supervision and monitoring by parents, especially in monogamous homes.

Keywords: Parental, Socioeconomic, Family, Structure, Examination, Malpractice, Influence.**Introduction**

Parental socioeconomic status (SES) and family structure are widely recognized as key determinants of students' academic behavior, including their propensity to engage in examination malpractice. Higher SES often translates into greater access to educational resources, yet it can also generate intense pressure to excel, prompting some students to resort to cheating as a coping strategy (Oyediran, 2019; Smith, 2020). Conversely, students from lower-SES backgrounds may face financial constraints and limited academic support, which can similarly increase the temptation to cheat (Eshetu, 2015; Nwigwe et al., 2021).

Family structure further shapes a student's moral development and supervision. Monogamous households may offer more consistent parental involvement, while polygamous, single-parent, or divorced families can experience fragmented support and varying levels of monitoring (Ayish & Devecci, 2019; Onete, 2020). These differing family dynamics influence the values and discipline that students internalize, thereby affecting their attitudes toward academic integrity (Bandura, 1977; Dikici et al., 2020).

Despite extensive research on examination malpractice at the secondary-school level, there is a gap in understanding how these socioeconomic and family-structure factors specifically impact undergraduate students in Cross River State, Nigeria. This study therefore seeks to fill that void by investigating the influence of parental SES and family structure on examination-malpractice tendencies among university undergraduates in the region.

Statement of the problem

Parental socioeconomic status and family structure can shape students' attitudes toward examination malpractice. Wealthier parents may place high, sometimes unrealistic, expectations on their children, creating pressure that can lead to cheating. Conversely, families with limited financial resources may lack the means to support their children's studies, which can also push students toward dishonest practices. Family arrangements—whether monogamous, polygamous, single-parent or divorced—play a crucial role in the moral and value development of students, influencing their likelihood of engaging in malpractice. This study therefore examines how these two factors affect examination-malpractice tendencies among university undergraduates in Cross River State, Nigeria.

Objectives of the Study

The objective of the study is to examine the influence of socioeconomic status and family structure on examination malpractice tendencies among university undergraduates in Cross River State, Nigeria. The specific objectives were to:

1. examine how the parental socioeconomic status influences examination malpractice tendencies among undergraduates in Cross River State.
2. examine the extent to which family structure influences examination malpractice tendencies among undergraduates in Cross River State.

Research Questions

The following are the research questions for the study:

1. To what extent does parental socioeconomic status influence examination malpractice tendencies among undergraduates in Cross River State?
2. What is the influence of family structure on students' examination malpractice tendencies among undergraduates in Cross River State?

Research Hypotheses

The following are the null hypotheses for the study

H01. Parental socioeconomic status does not significantly influence examination malpractice tendencies among undergraduates in Cross River State.

H02: Family structure does not significantly influence students' examination malpractice tendencies among university undergraduates in Cross River State.

Literature review

Parental socioeconomic status and examination malpractice tendencies

(Dikici et al. 2020) defined socioeconomic status as a term that describes the social and economic position of a person or a group in relation to others. It is based on a combination of factors, such as income, education, occupation, place of residence, and sometimes ethnicity or religion. Students from high socioeconomic background with good study habits will be expected to show fewer tendency to indulge in examination malpractice than those from poor socioeconomic background that are likely to have poor educational facilities and poor study habits (Eshetu, 2015).

According to the American Psychological Association (2017), socioeconomic status (SES) encompasses not just income but also educational attainment, financial security, and subjective perceptions of social status and social class. Socioeconomic status can encompass quality of life attributes as well as the opportunities and privileges afforded to people within society. Parents with high socioeconomic status are often well educated and informed about what is needed to prepare their children for school. They can provide academic toys, books, and other facilities that will support their children while in school. The researcher suspects that children whose parents have high socioeconomic status, and are provided with books and educational gadgets, might not have the tendencies of engaging in examination malpractice.

In the views of Nwigwe et al. (2021), socioeconomic status refers to an aggregate concept that includes both resource-based and prestige-based measures, as linked to both childhood and adult social-class positions. According to Okemwa (2014) Resource-based measures refer to material and social resources and assets, including income, wealth, and educational credentials. Furthermore, Prestige-based measures of socioeconomic status, explains how social ranks and statuses enhance access to certain privileges, goods and services. This also relates to prestige, level of education as well as income. The researchers think that parents who have a high socioeconomic status might either or not contribute to students tending to examination malpractices. Parents of this class will comfortably cater for the needs of their children by paying their wards fees on time, providing them with all the educational materials needed for studies while parents from the middle and low socioeconomic class might not have the enablement of providing their wards with all these.

Family structure and examination malpractice tendencies

According to Ayish and Devecci (2019), family structure is a word that refers to members of a household who are tied by marriage or heredity, and it is most used when there is at least one child under the age of 18 living in the home. In his work, the influence of family structure on children's academic performance; he explained that an ideal family structure is beneficial to a child's well-being because it ensures that youngster will receive adequate support, strength, and stability from the family. This can be defined as the type of family a person comes from, for example monogamous, polygamous, single parent and divorced. A family structure is a family support system involving two married individuals providing care and stability for their biological offspring. Family structure is the building block of social structure across societies. In social science literature a family has been defined as a group of persons who are united by marriage, blood or adoption, constituting a single unit, interacting and communicating with each other, and creating and maintaining a common culture. Accordingly, family structure has been indicated as the arrangements of those family members into the status and role, authority, and communication patterns intended to fulfill common human needs at family level (Muoki, Kimani & Mukoiwe, 2021).

Furthermore, the family is an intimate domestic group made up of people related by bonds of blood, sexual mating or legal ties. It is the smallest and most basic unit, which is also the most important primary group found in any society (Omoda, 2018). The role of a family is vital in the development of children. It inculcates good morals, values and norms that are acceptable in society. Parents are seen as a driving force in building confidence, and encouraging children to work hard, for a better tomorrow.

In the views of Arslan (2023) The family is a social institution that ensures the continuation of the human lineage as a result of biological relationships, where the grouping period first emerged, where bilateral relations are ensured by certain rules, and which transfers the material and spiritual cultural values that have taken place in society until today to generations. The author identified the nuclear and extended family as the two types of family. The family is the smallest component of society, a family is a social unit with economic, psychological, biological, legal, and social aspects. The educational function of the family ensures that children are properly equipped with knowledge and values that will facilitate their adaptation to society. Through this process, family members develop, become stronger, and learn what to do, how to do it, and what they need to improve to gain a respectable place in society. Parental presence and communication will teach students the advantages of good study habits, and encouraging hard work might not tend to engage in examination malpractice.

Also, the religious function of the family is to raise people who are sensitive to society. As the family socializes the child, culture is passed from generation to generation. As the most important part of the social structure, the family is the foundation of society, because it is where people take their first steps into social life (Dikici et al., 2020)

Theoretical framework

Social Learning theory by Albert Bandura (1979)

The social learning theory (SLT) was propounded by Albert Bandura in 1979. It is a theory of learning and social behaviors which proposes that new behaviors can be acquired by observing and imitating others. It also states that learning is a cognitive process which takes place in a social context and can be reproduced purely through observation modeling or direct instruction even in the absence of direct reinforcement. Bandura emphasized that four conditions were necessary in any form of observing and modeling behavior, attention, retention, motivation and reproduction. Examining the social learning theory in relation to this research highlights the fact that students may tend examination malpractice because of their family background, or because of their interactions with other students. The social learning theory posits that learning can take place by observation, modeling or direct instruction.

The justification of the theory to the study are that parental socioeconomic status and family structure exert influence on examination malpractices. Therefore, if a student observes another student engaging in examination malpractice or is instructed by another student to engage in that, an otherwise innocent student may likely oblige. A student may also observe, model, imitate and reproduce the negative values exhibited by other family members or could be driven towards vices by their inadequate family variables or school mates, and this may in turn influence their tendencies to engage in examination malpractice.

Empirical review

Socioeconomic status and examination malpractice tendencies.

In a study carried out by Ayin and Otu (2021) on Parental socioeconomic status, Parental occupation and students' attitude towards examination malpractice. The researchers used the ex-post facto design for the study because they had no direct control over the independent variables since they had already occurred in the population. A sample of 1000 students was randomly selected through the simple random sampling technique. The main instrument for data collection was the Socioeconomic Background, and Examination Malpractices Questionnaire (SEBEMQ) designed by the researchers. One-way analysis of variance (ANOVA) was the statistical analysis technique used to test hypotheses under study. The results of the analysis revealed that parental socioeconomic status significantly influenced students' attitude towards examination malpractice in the southern educational zone of Cross River State.

This is in line with a study conducted by Anagbogu et al. (2016) who researched on Socioeconomic factors as attributes for examination malpractice among secondary school students of Cross River State-Nigeria. The multistage sampling technique was used in selecting a total of 1038 students for the study. A four-point scale was used for data collection and analyzed with the use of percentages and regression analysis. The findings revealed that there was a significant relationship between societal factors and attribution to examination malpractice among secondary school students in Cross River State-Nigeria. The study relates to the current one which investigated how socioeconomic factors attributes to examination malpractice. Though the study focused on how socioeconomic factors attributes to examination malpractice among secondary school students in Cross River State Nigeria, the present study investigated how socioeconomic status influences examination malpractice tendency among undergraduates in Cross River State, Nigeria.

To give an insight on how family size affects examination malpractice, Ayin & Otu (2021). investigated Parental educational level, family size and attitude to examination malpractice among senior secondary school

students in Southern Educational zone of Cross River state. Stratified and simple random sampling techniques were used. A sample of one thousand (1000) students was adopted for the study. The main instrument used for data collection was a questionnaire, the Parental educational level, Family size and Examination Malpractices Questionnaire (PELFSEMQ) designed by the researchers, which was both face and content validated. The same number of copies of the questionnaire and examination malpractice inventory was used for analysis. The findings revealed that there is a significant influence of parental educational level on students' attitude towards examination malpractice. This study is related to the current as it investigated the socioeconomic status of parents as a factor responsible for student's examination malpractice tendency

Anyin and Otu (2021) investigated parental education level, family Size and attitude to examination malpractice among senior secondary school students in Southern Educational Zone of Cross River State. The ex-post facto design was used for the study. Stratified and simple random sampling techniques were used. A sample of one thousand (1000) students was adopted for the study. The main instrument used for data collection was a questionnaire, titled the Parental Educational level, Family size and Examination Malpractices Questionnaire (PELFSEMQ) designed by the researchers. The findings revealed that there is a significant influence of family size on students' attitude towards examination malpractice. This study is related to the present study, as it focused on the investigation of parental education level on examination malpractice, which is a part of socioeconomic status, that was tested continuously in this current study. However, the current study investigated how socioeconomic status of parents influenced students' examination malpractice tendency.

Family structure and examination malpractice tendencies.

Anyin and Otu (2021) investigated parental education level, family Size and attitude to examination malpractice among senior secondary school students in Southern Educational Zone of Cross River State. The ex-post facto design was used for the study. Stratified and simple random sampling techniques were used. A sample of one thousand (1000) students was adopted for the study. The main instrument used for data collection was a questionnaire, titled the Parental Educational level, Family size and Examination Malpractices Questionnaire (PELFSEMQ) designed by the researchers. The findings revealed that there is a significant influence of family size on students' attitude towards examination malpractice. While Ayin & Otu (2021) investigated how family size influenced students to engage in examination malpractice, among senior secondary school students in Southern Education Zone of Cross River State, the present study investigated how family structure influenced examination malpractice tendency among university undergraduates.

Onete (2020) examined the psycho-social variables of examination malpractice tendencies among secondary school students in Calabar Education Zone of Cross River State. To aid his study, he used stratified and proportionate random sampling techniques to select 520 students from 23 secondary schools. The researcher developed a self-made instrument questionnaire to gather data for the study, titled Psycho-social Variables of Examination Malpractice Tendency Questionnaire (PVEMTQ). One-way analysis of variance (ANOVA) was used for data analysis. The findings showed that there was a significant relationship between family structure and examination malpractice tendency. Therefore, a student's family structure is a predictor of examination malpractice tendency. This study is related to the current study because it relates family structure as a factor which causes students to engage in examination malpractice tendencies. However, Onete (2020) study focused on how family structure influences students to engage in examination malpractice tendencies among secondary school students in Calabar Education Zone of Cross River State, the present study focused on how family structure influences examination malpractice tendency among university undergraduates in Cross River State.

Methodology

The study employed a descriptive-survey design to investigate the influence of parental socioeconomic status (SES) and family structure on examination-malpractice tendencies among undergraduate students in Cross River State, Nigeria.

Population and Sample

The target population comprised Year-2 undergraduate students enrolled in the 2021/2022 academic session at the University of Calabar and the University of Cross River State. A simple random sampling technique was used to select 50% of the faculties from both universities. The total population of students from the selected faculties was 5,898. (See Table 1). A purposive sampling technique was used to select 610 students ($\approx 15\%$ of the population) from various departments across the two institutions. Ten faculties were selected from the University of Calabar while five were selected from the University of Cross River state

Instrument

A structured questionnaire titled *_Parental Socio-Economic Status and Family Structure Examination-Malpractice Tendency Questionnaire_ (PSSFAEMTQ)* was developed for data collection. The instrument consisted of three sections: (1) parental SES, (2) family structure, and (3) examination-malpractice tendencies. Face-content validity was established through expert review, and reliability was confirmed with Cronbach's α values of 0.75, 0.71, and 0.79 for the three sections, respectively.

Data Collection

Questionnaires were administered personally to the selected students during regular class periods. All 610 copies were returned, yielding a 100% response rate.

Data presentation

A total of 610 questionnaire was administered to second year students of University of Calabar and University of Cross River state, and all the copies of the questionnaires were retrieved. This was possible because the questionnaires were distributed and monitored for immediate collection while the students were in class. The data was analyzed using analysis of Variance (ANOVA) and Pearson Product Moment Correlation

Data Analysis

Hypotheses were tested using Pearson product-moment correlation to examine the relationship between parental SES and malpractice tendencies, and one-way ANOVA to assess the effect of family structure on malpractice tendencies. All analyses were conducted at a 0.05 significance level using SPSS version 27.

Ethical Considerations

Participation was voluntary, and respondents were assured of confidentiality. Informed consent was obtained from all participants, and the study adhered to the ethical guidelines of the University of Calabar Research Ethics Committee.

TABLE 1: The distribution of second year student's of 2021/2022 academic session from the University of Calabar and the University of Cross River State

S/N	University	Faculty	Total number of male students	Total number of female students	15% of male students	15% of female students	Total sample
University of Calabar							
1.		Agriculture forestry, wildlife resource management	68	52	10	8	18
2.		Arts	79	146	12	22	34
3.		Biological sciences	133	279	20	42	62
4.		Law	50	36	8	5	13
5.		Management sciences	113	197	17	30	47
6.		Sciences	132	97	20	15	35
7.		Social sciences	148	205	22	31	53
8.		Education Foundation Studies	11	23	2	4	6
9.		Arts and Social Science Education	135	209	20	31	51
10.		Physical Sciences	82	38	12	6	18
University of Cross River State							
11.		Architecture	93	24	14	4	18
12.		Engineering	178	64	27	10	37
13.		Management Science	88	179	13	27	40
14.		Education	330	521	50	78	128
15.		Environmental Science	159	176	24	26	50
		Total	1799	2246	271	339	610

Table 2: Coefficient reliability with Cronbach's Alpha

S/n	Variables	No. of items	Reliability
1	Parental socioeconomic status	9	0.750
2	Family structure	9	0.711
3	Examination malpractice tendencies	9	0.792

Source: Author's analysis 2025

Test of hypotheses

Hypothesis 1

H₀: There is no significant relationship between socioeconomic status and examination malpractice tendency.

H₁: There is a significant relationship between socioeconomic status and examination malpractice tendency.

In this hypothesis, the independent variable is socioeconomic status, while the dependent variable is examination malpractice tendency. The statistical technique used to test this hypothesis was the Pearson product moment correlation analysis and the results of the data analysis are as presented (See Table 2).

The results presented in Table 2 below, indicated that the (r) of .025 is not significant at .05 alpha level and 608 degrees of freedom. Accordingly, the null hypothesis was accepted. This means that there is no significant relationship between socioeconomic status and examination malpractice tendency of students sampled in this study.

TABLE 3: Summary of Pearson Product Moment Correlation Analysis of the relationship between socioeconomic status and examination malpractice tendency

Variable	N	\bar{x}	SD	R	Sig.
Socioeconomic status	610	31.69	4.48	.025	.545
Examination malpractice tendency	610	37.19	7.26		

Hypothesis 2

H₀: Family structure does not significantly influence examination malpractice tendencies.

H₁: Family structure significantly influences examination malpractice tendencies.

In this hypothesis, the independent variable is family structure categorized into monogamous, polygamous, single parent and divorced. On the other hand, the dependent variable is examination malpractice tendency. The statistical technique used to test this hypothesis was the one-way analysis of variance (one-way ANOVA), and the results of the data analysis are presented (See Tables 2). While the

first part of Table shows the group mean and standard deviations for the four groups on examination malpractice tendency, the second part shows the actual results of ANOVA.

Table 3 shows the Fisher's LSD multiple comparison analysis. The result in the lower part of Table 3 showed a significant F-ratio of 3.481 at .05 alpha level with 3 and 606 degrees of freedom. Accordingly, the null hypothesis was rejected. This means that there is a significant influence of family structure as examination malpractice tendency of students sampled for the study.

Given the significant F-ratio, a multiple comparison analysis using Fisher's Least Square difference (LSD) was conducted to determine exactly which group (monogamous polygamous, single parent and divorced) differed significantly from others in their examination malpractice tendency. The results of the analysis are presented (See Table3).

Table 4: Results of the analysis of variance influence of family structure on examination malpractice tendency

Variable	Group	N	\bar{x}	SD	
Family structure	Monogamous	136	38.87	6.45	
	Polygamous	147	37.15	6.59	
	Single parent	203	36.37	7.44	
	Divorced	124	36.70	8.28	
	Total	610			
Variable	Sources of variance	SS	Df	MS	F.sig
Exam. Mal. Tend.	Between groups	543.693	3	181.231	3.481
	Within groups	31550.866	606	52.064	
	Total	320.94.559	609		

Table 5: Result of Fisher's LSD multiple comparison analysis of the influence of family structure on examination malpractice tendency

Dep. Variable	(1) FAMSTRUT.	(2) FAMSTRUT	Mean Diff. (I-J)	Sig.
Examination Malpractice	Monogamous	Polygamous	1.71799*	.046
		Single-parent	2.49819*	.002
		Divorced	2.11765*	.018
	Polygamous	Monogamous	-1.71799*	.046
		Single-parent	0.78020	.318
		Divorced	0.39966	.650
	Single-parent	Monogamous	-2.49819*	.002
		Polygamous	-0.78020	.318
		Divorced	-0.38054	.641
	Divorced	Monogamous	-2.11765*	.018
		Polygamous	-0.39966	.650
		Single-parent	0.38054	.644

The pattern of the influence of family structure on examination malpractice tendencies of students sampled in this study is as follows;

The significant mean difference of 1.71799*, 2.49819* and 2.1165* indicate that students sampled for this study who comes from a monogamous home are significantly different from those from polygamous, single-parent and divorced families in their examination malpractice tendency. On the other hand, the non-significant mean difference of 0.78020, 0.39906 and 0.38054 indicate that there is no significant difference between students from polygamous and single-parent families, polygamous and divorced families, and also between students single-parent and divorced parents in their examination malpractice tendencies

Discussion of findings

4.3.1 Parental Socioeconomic status and examination malpractice tendencies

The results indicate that there is no significant relationship between socioeconomic status of parents and the examination malpractice tendencies of their children.

The results obtained from this study is in disagreement with one of the findings of Abdu-Raheem (2019) who carried out a study on 600 teachers selected from secondary schools in South-West, Nigeria to examine how parents' variables, age and gender as contributory factors to student's involvement in examination malpractices. The study found that parental income and parents' educational status significantly contributes to students' involvement in examination malpractices in secondary schools. This finding agrees with that of Ayin and Otu (2021) whose research investigated how parental socioeconomic status, parental occupation influenced students' attitude towards examination malpractice. The results of the analysis revealed that parental socioeconomic status significantly influenced students' attitude towards examination malpractice.

As expected, this findings is also in variance with those of Anagbogu et al., (2016), who researched on socioeconomic factors as attributes for examination malpractice among secondary school students in Cross River State-Nigeria and Ama-Abasi and Denga (2015) who conducted a study on 400 students in some secondary schools in Calabar south Local Government Area of Cross River state who both opined that socioeconomic status of parents has a significant impact on their children's tendency to cheat in examination. This research also agrees with the findings of Ayin and Otu (2021) who conducted a study with a sample of 1000 students among senior secondary school students in Southern Educational Zone of Cross River State. The study sought to investigate how parental education level, family size influences students' attitude to examination malpractice. The findings of the study revealed that, there is a significant influence of parental educational level and family size on students' attitude towards examination malpractice.

Family structure and examination malpractice tendencies

The first findings of this study shows that family structure of the students sampled for the study has a significant influence on their examination malpractice tendencies. The significantly high mean of students from monogamous family is surprising as one would have thought that monogamous families are better in terms of family size, economically and psychologically prepared to bring up children ethically as they pursue their education and the life endeavors. That children from polygamous, single-parent and divorced families showed lower tendencies towards examination malpractice is also rather surprising. Probably, this may be due to changes in family ecology that have almost resulted in absentee parenting in most households or probably that in the era of internet, parenting has become a very difficult task these days. In addition, for reasons that this researcher cannot fathom moral bankruptcy has become generally predicative in the society.

The findings of this study, was in agreement with the findings from Anyin and Otu (2021) who concluded that there is a significant influence of family size on students' attitude towards examination malpractice. The results obtained from this study complements the findings of Abdu-Raheem (2019) from a study on 600 teachers in secondary schools in South-West, Nigeria which concluded that family structure significantly contribute to students' involvement in examination malpractices in South-West, Nigeria. The results obtained from this study, complements the findings of Onete (2020), who carried out a study on 520 students from 23 secondary schools to examine the psycho-social variables of examination malpractice

tendencies among secondary school students in Calabar Education Zone of Cross River State; their findings revealed that family structure did impact significantly on students' examination malpractice tendencies. Similarly, the findings somewhat agree with that of Ekwok and Ekwok (2020) and Oyidedran (2019) who opined that family structure influences significantly deviant academic behaviour of which examination malpractice tendencies may be part. This therefore becomes a pointer that children from broken homes tend to engage in several forms of deviant behaviors like tending to engage in examination malpractices.

Summary

This study investigated the influence of parental socioeconomic status (SES) and family structure on examination-malpractice tendencies among undergraduate students in Cross River State, Nigeria. A descriptive-survey design was employed. The target population comprised 5,898 Year-2 students from the University of Calabar and the University of Cross River State. Using purposive sampling, 610 students ($\approx 15\%$ of the population) were selected from various departments.

A structured questionnaire (PSSFAEMTQ) was administered; face-content validity was confirmed by expert review and reliability was established (Cronbach's $\alpha = 0.75$ for SES, 0.71 for family structure, 0.79 for malpractice tendencies). Data were analyzed with Pearson product-moment correlation and one-way ANOVA.

The analysis revealed no significant relationship between parents' SES and students' malpractice tendencies ($r = 0.025$, $p > 0.05$). However, family structure had a significant effect ($F = 3.48$, $p < 0.05$). Students from monogamous families differed significantly from those from polygamous, single-parent, and divorced families, while the latter three groups did not differ markedly from each other.

Conclusion

Parental SES does not directly predict cheating behavior among the surveyed undergraduates, indicating that examination malpractice is not confined to any single socioeconomic group. Family structure, however, plays a crucial role: monogamous families tend to foster lower malpractice tendencies, whereas other family configurations (polygamous, single-parent, divorced) may increase the risk, likely due to variations in parental supervision and moral socialization. The findings underscore the need for interventions that strengthen family support systems and promote academic integrity across all socioeconomic backgrounds.

Recommendations:

The following recommendations were drawn

- 1. Parental Mentoring:** Parents, especially those of high SES, should actively mentor their children, guide course selection, and encourage pursuit of personal interests. Providing supplementary tutoring or study groups can reinforce learning and reduce the pressure to cheat.
- 2. Enhanced Parental Supervision:** Parents from monogamous households should maintain close supervision and open communication with their children, both at home and at school. Regular monitoring of study habits and peer interactions can deter malpractice.
- 3. Family-Oriented Programs:** Universities and community organizations should offer workshops that educate all family types on the importance of academic integrity and provide strategies for supporting students' ethical development.
- 4. Policy Development:** Institutional policies should address the broader social context of cheating, including counseling services for students from non-monogamous families who may lack consistent parental guidance.
- 5. Future Research:** Further studies should explore additional variables such as religiosity, peer influence, and campus culture to obtain a more comprehensive understanding of malpractice tendencies.

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